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ABSTRACT

In response to current interest in new collaborative partnerships between universities and schools to promote teacher education, the Queensland, Australia, Board of Teacher Registration hosted a two-stage summit in 1995. One outcome of the summit was the establishment of a Working Party on Partnerships in Teacher Education under the auspices of the Board of Teacher Registration to explore existing partnerships and develop a framework for the operation of partnerships. This report presents the outcomes of the effort. Chapter 1, "Introduction," outlines the processes used by the Working Party. Chapter 2, "Building a Partnership," focuses on the key elements of successful partnerships (collaboration, commitment, planning, management, evaluation, communication, shared goals, and active participation) as well as barriers to successful partnerships. Chapter 3, "Partnership Case Studies," describes successful partnerships (partnerships for practical experience in teacher education, teacher education internships as partnerships, partnerships in preservice education, teacher professional development partnerships, partnerships for teacher research, and partnerships for school and curriculum reform). Chapter 4, "Partnership Proforma," presents a proforma to be used with the rest of the information in the report to help groups begin discussions or work on documents. Four appendixes offer membership of the Working Party on Partnerships in Teacher Education, the Working Party's terms of reference, a survey questionnaire, and acknowledgements and contact details for the case studies. (SM)

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PARTNERSHIPS IN TEACHER EDUCATION

REPORT OF THE WORKING PARTY
ON PARTNERSHIPS IN TEACHER EDUCATION

SB 137495

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Board of Teacher Registration

PARTNERSHIPS IN TEACHER EDUCATION

REPORT OF THE WORKING PARTY ON PARTNERSHIPS IN TEACHER EDUCATION

April 1997

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PREFACE

In response to current interest and recent reports calling for new collaborative partnerships between universities and schools in regard to teacher education, the Board of Teacher Registration hosted a two-stage summit late in 1995. One outcome of the summit was that a Working Party on Partnerships in Teacher Education was established under the auspices of the Board of Teacher Registration, to explore existing partnerships and develop a framework for the operation of partnerships.

In this report, the Working Party presents the outcomes of its consultation, research, and deliberations. Chapter One outlines the processes used by the Working Party. Chapter Two focuses on the key elements of successful partnerships and identifies barriers to partnerships. Chapter Three reports on successful partnerships in the form of case studies.

The report is intended to be a guide to the development and implementation of partnerships. To this end, 'discussion starters' are included at various points, and in Chapter Four a 'Partnership Proforma' is provided, as a tool for groups to use in establishing partnerships.

In publishing this report the Board wishes to express its thanks to members of the Working Party and to those who responded to the Working Party's survey.

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Chapter One

INTRODUCTION

Preamble

The issue of partnerships between universities and schools for the purpose of teacher education has received considerable attention recently. In particular, the reports, *Shaping the Future* (Department of Education, Queensland, 1994) and *Learning to Teach* (Board of Teacher Registration, 1994) called for new collaborative partnerships between universities and schools in regard to teacher education. In response, the Board of Teacher Registration (BTR) hosted a two-stage summit in late 1995. One outcome of the summit was the recommendation that a Working Party of all relevant interest groups be established under the auspices of the Board of Teacher Registration, to explore existing partnerships and develop a framework for the operation of partnerships.

A Working Party made up of representatives of universities, teacher employers, teacher unions, the Board of Teacher Registration, and non-school education areas was established (membership in Appendix I) and terms of reference (detailed in Appendix II) drawn up. The Working Party first met in May 1996. It was decided that the initial tasks would be to review the literature on partnerships and investigate existing partnerships in the education sector. A survey form was developed and distributed as a tool for collecting information on existing partnerships.

Survey of educational organisations and institutions

Survey forms were distributed to approximately 50 educational institutions and organisations in Queensland. A copy of the survey questionnaire is included in Appendix III. The survey sought information regarding existing partnerships in the education sector. Respondents were asked to identify one or two partnerships in which their organisation was currently involved and to provide a brief description of each partnership (including the goals and purposes). In addition, information was sought regarding:

- whether the agreement was formalised;

- the degree of success (or otherwise) of the partnership or project;
- key features which contributed to this success or otherwise;
- principles on which the partnership was based or which were used in any agreement;
- any potential new partnerships in which the organisation might be involved;
- any areas of teacher education where new or more developed partnership arrangements would be beneficial;
- any barriers which they considered diminished or impeded the success of the partnership;
- the key features which they considered should underpin a successful partnership.

In an attempt to ascertain a balanced view of the partnership, respondents were also invited to ask the other partners to complete the survey.

Twenty-four organisations responded to the survey, providing detailed information relating to 25 partnerships. In seven cases, both partners completed a survey form. The focus of the partnerships varied considerably and included internships, professional development, workplace reform, improved student learning outcomes, collaborative research, and the development of postgraduate programs.

Twenty-three of the 25 partnerships were described as successful; one indicated that it was too early to determine success or otherwise, and one outlined some problems that had been encountered. Seventeen reported that formalised agreements were in place. Respondents identified key features which contributed to successful partnerships. These included:

- agreed aims
- early and comprehensive planning with the involvement of all parties
- continued involvement and participation of partners
- close and open communication
- commitment by all partners
- expertise within the partnership
- collegial and collaborative relationships

- benefits to all partners
- professionalism
- relevance
- community support
- systemic support
- enthusiasm
- professional development opportunities
- openness to evaluation and feedback

Review of related literature on partnerships

During the same period that the survey was conducted, a comprehensive literature review was undertaken to explore previous research in the area of partnerships.

This review established some consensus in the literature regarding the need for:

- **Careful planning** (Andrews & Smith, 1994; Cowan, 1994; Darling-Hammond, Gendler & Wise, 1990; Furlong, Whitty, Whiting, Miles, Barton & Barrett, 1996; Goodlad, 1994; Office of Her Majesty's Chief Inspector of Schools, 1995; Standards Council of the Teaching Profession, 1995; Young, 1994)
- **Collaboration and effective communication** (Andrews & Smith, 1994; BTR, 1994; Cowan, 1994; Fullan, Bennett, & Rolheiser-Bennett, 1990; Gray, 1989, in Fullan & Steigelbauer, 1991; Robinson & Darling-Hammond, 1994; Sirotnik, in Goodlad, 1994; Standards Council of the Teaching Profession, 1995; Young, 1994; Watson & Fullan, 1992)
- **Adequate resourcing** (Darling-Hammond et al, 1990; Goodlad, 1988, cited in Fullan & Steigelbauer, 1991; Office of Her Majesty's Chief Inspector of Schools, 1995)
- **Recognition and respect for each partner** (Cowan, 1994; Standards Council of the Teaching Profession, 1995)
- **Shared goals** (BTR, 1994; Cowan, 1994; Fullan, Bennett, & Rolheiser-Bennett, 1990; Sirotnik, in Goodlad, 1994; Standards Council of the Teaching Profession, 1995; Van de Water, 1989, in Robinson & Darling-Hammond, 1994)

- **Leadership and commitment** (Cowan, 1994; Fullan & Steigelbauer, 1991; Sirotnik, in Goodlad, 1994; Standards Council of the Teaching Profession, 1995; Van de Water, 1989, in Robinson & Darling-Hammond, 1994)
- **Top level endorsement and support** (BTR, 1994; Goodlad, 1988, in Fullan & Steigelbauer, 1991)
- **Formalised agreements** (Cowan, 1994; Standards Council of the Teaching Profession, 1995)

Other aspects which were identified in the literature as contributing to the success of the partnerships included:

- Consideration of the culture of each organisation involved in the partnership (Darling-Hammond et al, 1990; Gross, 1988, in Fleet & Patterson, 1996; Watson & Fullan, 1992)
- Opportunities for all partners to acquire new skills (Standards Council of the Teaching Profession, 1995)
- The development of trust and respect between partners (Cowan, 1994; Watson & Fullan, 1992)
- Allowance for both change and permanence in partnership (Watson & Fullan, 1992)
- Ethical operation of partners (Standards Council of the Teaching Profession, 1995)
- Sufficient selflessness on the part of each member to assure satisfaction of the needs of all members (Goodlad, 1988, in Fullan & Steigelbauer, 1991)

Key elements of successful partnerships

The characteristics identified from both the survey results and literature review were synthesised, and a list of key elements which contribute to the success of partnerships in the education sector was identified. These key elements are:

1. **Collaboration**
2. **Commitment to the partnership**
3. **Effective ongoing planning, management, and evaluation**
4. **Effective communication**
5. **Recognition of shared educational goals**
6. **Continuing active participation**

Chapter 2 of this report provides additional information relating to each key element identified.

Barriers to success in partnerships

In addition to identifying characteristics which contributed to the success of the partnership, the literature review and survey results also highlighted a number of barriers. Cowan (1994) suggested that at the heart of many of the problems was the inevitable dilemma associated with resistance to change. The research of Fleet and Patterson (1996) also supported this view. Cowan (1994) cited as barriers to success in partnership: failure to plan, attitude problems, lack of commitment to the partnership effort, communication breakdown, lack of resources, lack of clear implementation strategies, undefined purpose and lack of ability to establish a partnership. Watson and Fullan (1992) noted that difference in cultures between partner organisations often presents a barrier which impedes the success of the partnership.

Many of these and other barriers were also identified in the survey results. The working party's synthesis of all available information resulted in the following list of 'barriers':

1. Vague purpose
2. Poor planning
3. Ineffective communication
4. Lack of commitment, negativity
5. Inadequate resources
6. Poor understanding of implementation processes
7. Organisational mismatch
8. Relationship difficulties
9. Criticism by other players in the field

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Chapter Two

BUILDING A PARTNERSHIP

This chapter expands on the key elements of successful partnerships and barriers to successful partnerships which are identified in the first chapter. Important aspects of the key elements of successful partnerships are described, followed by a list of key points. Reference is made to particular case studies which illustrate the key points. Strategies for fostering each key element are listed; in many cases these draw on the implementation strategies proposed by Cowan (1994) in her model for developing successful business-education partnerships.

Whilst the key elements have been numbered in this chapter, this is for ease of reference, not to denote any prioritisation or to prescribe a rigid sequence of steps to be followed. All elements are essential and interlocking when building a partnership; the partners need to determine their priorities and sequence according to their needs and the context in which they work.

Partnerships can range from a formal, legal agreement to a loose association. For the purpose of this project, a partnership was defined broadly as an association of one or more persons in a joint venture. The case studies represent the range of partnerships which can be formed in the teacher education area, from those based on formal agreements to less formal arrangements, and illustrate the benefit of working in partnership to achieve an identified professional outcome.

KEY ELEMENTS OF SUCCESSFUL PARTNERSHIPS

1. Collaboration

The nature of the relationship between partners can be a significant factor in determining the success of a joint venture. In some cases success may be achieved where one party enters into an appropriate form of consultation with a second party. On other occasions there may need to be a stronger level of commitment where, for example, a party most likely to benefit from a partnership seeks the cooperation of another party. While the second party may not derive any direct

benefit from the arrangement, it is willing to cooperate for the overall good of the profession. However, the most successful partnership arrangement generally occurs when both parties are able to collaborate as equal partners. Both are able to achieve more through this form of partnership than they otherwise would if acting alone. There is a greater incentive for both parties to ensure the relationship is a success.

Key points

- Partners consider themselves to be equally engaged in a shared learning experience *(illustrated in case study 9)*.
- Time is provided for members to establish themselves as a partnership and to establish relationship with the subject *(illustrated in case study 4)*.
- There is mutual respect among partners for various expertise and roles *(illustrated in case study 16)*.
- Professionalism is evident *(illustrated in case study 19)*.
- Contributions complement and support one another *(illustrated in case study 1)*.
- Partners demonstrate attitudes of openness and trust *(illustrated in case study 2)*.
- Partners are joint contributors and beneficiaries *(illustrated in case study 6)*.
- Decision-making and responsibility is shared and involves collegial and cooperative forms of management and leadership *(illustrated in case study 15)*.

Strategies to foster collaboration

- Spend time getting to know each other.
- Provide some time for social events in the early stages of the partnership.
- Discuss expectations.
- Provide focused, practical, specific instruction to enable partners to carry out partnership responsibilities including management and organisation.
- Ask representatives from different organisations to share responsibility for certain tasks to nurture personal relationships and build a group spirit.
- Ask representatives to share their expertise with other members in order to take advantage of the unique skills and knowledge that each has to offer.
- Demonstrate that each partner's contribution is valued.

2. Commitment to the Partnership

Just as partners must be prepared to work collaboratively, so too must they be committed to the success of the partnership. Commitment to any partnership is more likely if the focus of the partnership is perceived as being relevant to partners' core work, of benefit and able to meet the needs of all parties. Commitment is demonstrated by organisational support in the form of recognition and resourcing. Recognition can be achieved by according some status to the partnership and those involved in it. Necessary resources include financial, material, human (eg providing a facilitator/manager) and time resources (eg commitment of a person's time for organisation or communication). The contribution of each partner needs to be negotiated and clearly defined. It is essential that there is commitment for the term of the partnership.

Key points

- The partnership should be relevant to partners' core work and build on it *(illustrated in case study 2)*.
- The partnership should result in identified benefits to partners *(see most of the case studies for examples)*.
- Organisational support should be provided in the form of
  - financial and material resources;
  - time resources;
  - recognition and status *(illustrated in case studies 8, 10, 11, 13, 14)*.

Strategies to promote commitment

- Provide all partners with the opportunity to define the issues they see as important, to choose to what extent they want to be involved.
- Identify intended outcomes.
- Identify the anticipated term of the partnership.
- Negotiate the contribution each partner will make in the form of human, material, and financial support.
- Clearly define expectations of partners including support to be provided and the form of the support; this should be included in any formal agreement.
- Publicly acknowledge the contributions of all partners.

3. Effective Ongoing Planning, Management, and Evaluation

The formation of a partnership is usually initiated by a proposal from one of the partners which may present objectives and outcomes in the form of a 'brief'. Ongoing planning should involve all partners in the project. Early planning, well before the project activities commence, provides a solid foundation for the partnership. Possible problems can be anticipated and strategies put in place to address issues likely to arise before they become seemingly insurmountable and threaten the success of the partnership. It is well worth spending time in the early stages as it may save valuable time later.

Ongoing, thorough planning and management are also essential as the project progresses. This allows for redefinition of roles, responsibilities, goals and timelines. A cyclic approach to planning allows opportunities to revisit the plan and refine when necessary. Partnerships should have processes for evaluation and accountability. All partners should accept responsibility individually for the overall functioning and success of the partnership.

Throughout the life of the partnership all parties should be sensitive to ethical and confidential matters, and where appropriate include reference to these issues in any documentation.

A formal written agreement is an important part of many partnerships. Formal agreements should explicitly define goals; specific intended outcomes; roles and responsibilities; timelines; partners' contributions/forms of support including financial commitment; and evaluation processes. They should also include a process for dissolving of the partnership.

Key points

- Preparation of a 'brief' by one of the key partners *(illustrated in case study 22)*.
- Early planning *(illustrated in case studies 4 and 18)*.
- All partners involved in all planning stages *(illustrated in case study 5)*.
- Planning that reflects thorough preparation *(illustrated in case study 19)*.
- A planning process that allows partners to articulate their understanding of the project's purposes, processes and anticipated product *(illustrated in case study 7)*.

- Constant redefinition of scope of partnership roles, responsibilities, goals, timelines, and how outcomes will be measured *(illustrated in case study 11)*.
- Revisiting of the plan to see progress and to refine if necessary.
- Built-in evaluation and accountability processes/structures *(illustrated in case studies 4 and 5)*.
- Individual accountability *(illustrated in case study 1)*.
- Awareness of ethical issues.
- Explicit agreement framework *(illustrated in case studies 4, 16, 17, 19, 20)*.
- Formal written agreements should include a process for dissolution if necessary.

Planning, management and evaluation strategies:

- Establish a planning committee or steering committee with the explicit purpose of undertaking the planning, financial management, administration, and evaluation of the project.
- Identify a specific contact person for each partner organisation.
- Refer to other partnerships (eg the case studies provided) for ideas and guidance.
- Establish an organisational structure to facilitate systematic planning.
- Identify the various roles and responsibilities that will be a necessary part of the partnership.
- Undertake a needs assessment to help determine the appropriate direction of the partnership.
- Identify and clearly state the goals of the partnership.
- Develop lists of specific activities and an action plan for implementation.
- Determine an appropriate timeline.
- Provide opportunities so that goals, responsibilities and progress can be reviewed.
- Develop an evaluation process or system that will enable changes to be made at various points in the project, when necessary, and provide a measure of the success of the partnership.

4. Effective Communication

Adequate and frequent communication is essential to any partnership. A communication process should be established which allows all partners to be involved and informed. Communication must be regular, honest, and explicit. It should provide the opportunity to evaluate, consult, share, re-negotiate, and advocate. Communication must make allowances for the different pressures and systems under which the various partners work.

Key points

- Communication should be:
  - regular;
  - open and honest;
  - frequent;
  - explicit;
  - evaluative (recognising achievements; striving for improvements);
  - honest;
  - accessible

  (illustrated in case studies 1, 3, 16, 17, 20).

- Communication involves:
  - sharing each other's successes and failures, and celebrations;
  - understanding the pressures under which other parties work;
  - a willingness to adjust to the idiosyncrasies of each participant's environment;
  - a sense of humour;
  - genuine proactive consultation with all information being shared equally, thoroughly, and publicly;
  - continuing to advocate.

Strategies to promote effective communication

- Stimulate communication by using strategies to promote small group processes, creative problem solving, and team-building.
- Establish a process which enables partners to meet to review progress, resolve conflicts, make changes as necessary.
- Establish a process for recording information relating to the partnership, eg files, minutes of meetings.
- Establish a process of effective written/electronic communication, eg letters, minutes of meetings, newsletters, e-mail.

5. Recognition of Shared Educational Goals

In a partnership, all partners must be committed to the success of the partnership and to achieving the goals of the partnership. The partnership must have agreed goals which have been developed collaboratively and recognise the varied interests of partners. Partners need to be aware that the outcomes of the partnership should reflect the goals. The development of shared educational goals involves partners in experimenting, rethinking practice and learning from one another. Shared goals enable partners to have a shared vision for the partnership.

Key points

- A process of shared goal development that includes:
  - rethinking practice;
  - experimenting;
  - learning from each other (and from outside parties);
  - expanding the knowledge base;
  - constantly searching for new and better ways of proceeding;
  - exemplary practice which results in high levels of work and energy.
- A shared vision of what the partnership looks like for each partner.

(See for example case studies 4, 5, 7, 10, 12, 15, 19, 21).

Strategies to promote recognition of shared educational goals

- Provide an orientation to familiarise partners with each others' backgrounds, systems, etc.
- Discuss expectations and limitations regarding goals for the partnership.
- Engage in joint action research and the spirit of mutual inquiry.
- Establish processes for sharing of exemplary practice and procedures, and widening the knowledge base.

6. Continuing Active Participation

Once the partnership is established, it requires ongoing renewal, leadership and management. This is achieved through the ongoing participation and commitment of partners. Continuing active participation can be greatly facilitated by having a nominated person or persons with responsibility for overseeing communication, coordination and administrative matters. The partnership should ensure that it values and makes use of the strengths of partners. Whilst all partners must participate in all stages of the project and have responsibility for their own part in it, there should be space for partners to grow and freedom for them to contribute in different ways at different stages. Partnerships must be based on mutual trust and respect for strengths and differences. It is important that as a partnership progresses, partners develop a sense of ownership .

Key points

- All partners being active in all stages of the project and responsible for their own part in it.
- Shared decision-making.
- Trust, freedom and space within the partnership.
- Development of ownership of the project.
- Exploring and valuing strengths of partners and clarifying best use of same; mutual respect for differences.

(Illustrated in case studies 2, 4, 5, 6, 9, 15, 19, 21).

Strategies for ensuring continuing active participation

- Partners may require training in working with partners from areas vastly different from their own.
- Provide evidence to partners of how the partnership is making a difference.
- Allow partners to have a variety of responsibilities.
- Let partners know they are valued.
- Ensure partnership remains well organised.
- Avoid duplication of input.
- Provide opportunities for regular review, feedback and sharing.

Discussion Starters

- Are all the key elements equally important?
- Would some key elements be more important according to the focus of the partnership?
- Would some key elements play a more important role at different stages of a partnership?
- Are the key elements so interwoven that all will be present to some extent in any successful partnership?
- If one of the key elements was completely overlooked in a partnership, would the partnership fail?
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BARRIERS TO SUCCESSFUL PARTNERSHIPS

Possible barriers to successful partnerships should be identified and discussed openly in both the planning and the implementation stages of the partnership. Being aware of possible problems that may be encountered enables partners to develop strategies to avoid such challenges or deal with them as they arise. The following list of potential 'barriers' and examples of their manifestation can be used as a checklist before and during any partnership.

1. **Vague purpose**
   - uncertainty over main purpose of partnership
   - vagueness over details
   - inability to identify what can realistically be achieved
   - failure to resolve conflicting demands/expectations

2. **Poor planning**
   - insufficient time to develop proposal in full
   - lack of clear implementation strategies

3. **Ineffective communication**
   - inadequate attention to planning this critical aspect
   - breakdown because of misinterpretation, competing priorities, work overload, personnel transfer
   - inadequate documentation

4. **Lack of commitment, negativity**
   - conflict of interests
   - alienation, powerlessness
   - apathy, cynicism
   - difficulty in sustaining energy, enthusiasm, motivation
   - 'turfism' - defenders of territory
   - organisational/political imperatives may change suddenly

5. **Inadequate resources**
   - requirements difficult to quantify
   - resources increasingly scarce
   - budget and partnership planning difficult to coordinate
   - 'people' resources often underestimated

6. **Poor understanding of implementation processes**
   - lack of experience in working in partnerships

- tendency to underestimate time/commitment/resources needed
- tendency to overlook the 'big picture'

7. **Organisational mismatch**
   - mismatch between espoused belief and practice
   - mismatch between expectations of individual and policy of organisation
   - mismatch between individual and bureaucratic priorities

8. **Relationship difficulties**
   - key individuals may be redeployed, relocated
   - trust can be difficult to establish
   - individual agendas may not coincide
   - personal agendas may impede the professional agenda
   - levels of satisfaction, tolerance, energy, frustration, commitment vary

9. **Criticism by other players in the field**
   - lack of information and understanding
   - differing philosophies
   - differing/conflicting values and priorities

Strategies to avoid/overcome barriers

Partners may find it helpful to:

- Have an agreed problem-solving process written into original planning documentation eg:

step one:	identify the problem
step two:	generate potential solutions
step three:	evaluate potential solutions
step four:	implement the chosen solution
step five:	evaluate the outcomes

- Nominate in the planning stages a person who has the respect of all parties and who is willing to act as an arbitrator in the case of a conflict that cannot be solved by negotiation.

Discussion Starters

- How could being aware of potential barriers to successful partnerships assist in the development of a strong partnership?
- If a 'barrier' became apparent as a partnership project was underway would it mean the partnership would fail, or be less successful, or is it a challenge to overcome?
- Are there any barriers so potentially overwhelming that strategies could not be put in place to ensure the success of the partnership?
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Cowan, L A (1994) A model for developing business education partnerships for tech prep programs. Master of Education Field Project, Western Washington University. ERIC document 376317.

Chapter Three

PARTNERSHIP CASE STUDIES

The case studies in this chapter have been developed from the information provided by respondents to the survey on partnerships. The purpose of the case studies is to illustrate successful partnerships in action and to draw out the key features which contributed to this success. Where applicable, barriers which the partnership addressed have also been identified.

The case studies demonstrate that partnerships are important in a wide range of areas of relevance to teacher education. In this chapter they have been grouped under the following headings: partnerships for practical experience in teacher education; teacher education internships as partnerships; partnerships in preservice teacher education; teacher professional development partnerships; partnerships for teacher research; and partnerships for school/curriculum reform.

PARTNERSHIPS FOR PRACTICAL EXPERIENCE IN TEACHER EDUCATION

1. Rural Practicum

A partnership was formed between Queensland University of Technology (QUT) and the Isolated Children's Parents' Association (ICPA) for the purpose of providing an opportunity for teacher education students to experience a rural practicum. In this case, both partners responded to the survey and commented positively on the success of the partnership.

ICPA and QUT both considered it would be beneficial to provide teacher education students with an awareness and understanding of rural schools and communities; ICPA in addition had the goal of encouraging preservice teachers to view teaching in rural/isolated areas as a potentially satisfying and professionally rewarding experience; a further benefit for QUT was the involvement of additional schools in

practicum placement. The importance of complementary contributions and identified benefits for all partners was apparent in this partnership.

One partner noted that the key features which contributed to the success of the partnership were 'close communication between ICPA and the practicum coordinators' and 'a commitment by both groups to ensuring students were well-prepared and supported during their practicum'.

A similar partnership, also successful, was established between Clermont ICPA, the Central Queensland University Faculty of Education, and Capricornia School of Distance Education. With the goal of providing CQU teacher education students with a rural practicum experience, success was seen to hinge on the commitment of all involved, good communication, and planning and preparation.

Key Elements Important in this Partnership
Collaboration, commitment, effective communication, and ongoing planning and management.

2. Early Childhood Practicum

The Creche and Kindergarten Association responded to the survey to provide details of the partnerships formed to provide student teachers with the opportunity to observe, interact with, and learn about the provision of high quality early childhood services. Partnerships are formed between higher education institutions (the QUT was given as one example) and the C&K's services (child care centres, kindergartens, and family day care schemes).

Communication and commitment were identified as key features which contribute to the success of the partnerships. Specific points noted included: the willingness of partners to 'discuss, negotiate and resolve issues' and that 'all partners reap benefits from the partnership'.

Although there are no formal agreements, the partnerships are based on certain principles such as: 'a commitment by all parties to ensure quality outcomes for [teacher education] students as well as the children attending the service', 'a willingness to involve the student in the daily life of the centre', 'a willingness to recognise and share professional expertise and learn from each other', and 'open and honest information sharing'.

Key Elements Important in this Partnership
Communication, collaboration, commitment, recognition of shared educational goals, and continuing active participation.

3. School Experience

The Australian Catholic University (McAuley Campus) provided details of its partnership with Brisbane Catholic Education and the employing authorities of order-owned secondary schools for the school experience component of a graduate diploma program.

Of key importance in the success of this partnership was that schools considered they had some 'ownership' of the course and that they could make a real contribution.

The partnership, for which there was a formal agreement, was based on a number of principles: close collaboration and regular communication, different but complementary contributions by the school and the University, choice by individual teachers whether to be involved, acceptance of preservice teachers as part of the school community, and appointment of a coordinator/liaison person.

Key Elements Important in this Partnership
Collaboration, commitment, effective communication, recognition of shared educational goals, continuing active participation.

4. Griffith University Gold Coast Teacher Education Internship

In order to improve the quality of teacher education through the development of stronger links between professional experiences and academic studies, the Griffith University Gold Coast Campus developed an internship based on strong partnership arrangements. The partners included Gold Coast schools, the South Coast Regional Education Office, and the Queensland Teachers' Union.

The partnership was based on an agreed set of 'Guidelines' conveying such aspects as roles of participants, stages of the program, preparation, feedback, and assessment procedures.

The planning and preparation stage involved the establishment of a management committee, development of the internship program structure, consultation with stakeholders, holding of regional cluster meetings, consultation with students, and matching of mentor teachers with internees. Evaluation of the internship, both by independent evaluation and those involved, indicated it was very successful. Two forums were held after the internship, for all stakeholders, to explore issues and develop recommendations about the project.

The success of the internship could be attributed largely to strong partnership arrangements in place and the principles upon which these were based: extensive and genuine consultation, commitment, 'horizontal relationships', and acknowledgment and valuing of all partners' contributions and expertise. Key features of partnerships which the partners considered were a part of this project included shared decision-making involving collegial and cooperative forms of management and leadership, and a planning process which allowed partners to articulate their understandings of the project proposed, processes, and anticipated product. Throughout the project there was genuine proactive consultation with all information being shared equally, thoroughly, and publicly.

Key Elements Important in this Partnership
Effective ongoing planning, management and evaluation, commitment, collaboration, effective communication, shared educational goals, and continuing active participation.

5. Queensland University Of Technology Teacher Education Internship

The QUT also developed a partnership for the purpose of providing an internship experience for teacher education students in their final year. Other partners included the Board of Teacher Registration and the Queensland Teachers' Union.

The key features which were identified as contributing to the success of the partnership included: early planning, early involvement in and joint ownership by all parties, and continued involvement of all parties.

Key Elements Important in this Partnership
Effective ongoing planning, management and evaluation, shared educational goals, and continuing active participation.

6. Language Immersion Preservice Teacher Education

A partnership between the Centre for Studies in Immersion Teacher Education at Central Queensland University and the Catholic Education Office (CEO) (Rockhampton Diocese) has been in place for four years. The partnership, which has no formal agreement, is based on mutual need and the forces of supply and demand.

The survey response stated that the partnership 'involved collaboration at numerous levels'. Commitment to the partnership resulted from there being clear benefits to partners: a CEO representative provides expertise on the Languages and Cultures Initial Teacher Education: Primary (LACITEP) Advisory Board, LACITEP provides student teachers to the CEO; the CEO contracts LACITEP to coordinate and provide para-professional services to assist in the offering of Japanese language classes in rural schools, and to provide professional development for teachers in the delivery of a Japanese satellite program; the CEO has assisted with funding for LACITEP students to undertake teaching practice in Japan. The intensity of collaboration has been scaled down since 1996, due to the supply of Japanese teachers in the Rockhampton Diocese CEO schools being met through regular staffing procedures.

'Personal and professional links' among partners was identified as one of the key features contributing to the success of the partnership.

Key Elements Important in this Partnership
Collaboration, continuing active participation, and effective communication.

7. Preservice Teacher Education Based On Partnerships

Fundamental to the Bachelor of Education program at James Cook University (JCU) is a partnership with schools. The partners work together to develop in preservice teachers the professional knowledge and skills base required for

teaching. School-based and university-based teacher educators have complementary roles.

According to JCU, 'successful partnerships develop from a shared view of teacher education with common goals, knowledge base and philosophy, and clearly articulated sets of expectations and responsibilities'.

JCU has been involved in partnerships in many areas, for example: collaborative design, implementation and evaluation of the professional fourth year of the Bachelor of Education; joint planning of postgraduate programs; school-based research; beginning teacher support programs; professional development; school experience; a teaching scholar scheme; and the Remote Area Teacher Education Program (RATEP).

The response from JCU provided details about several aspects of the University's partnerships with schools, one of which involved provision of workshops for supervising teachers. The workshops were aimed at sharing information about the practicum and its place in preservice teacher education, and at developing the school-based teacher educators' roles as collaborative supervisors, with the ultimate goal of improving the quality of teacher education graduates. Some communication 'gaps' in the planning stages of the workshops caused some difficulties and demonstrated the importance of effective communication and early planning.

That the workshops were effective and valued was evident from the response received from one of the participating schools - Ryan Catholic Community School. Comments focused on the 'sincere, inviting, positive and proactive' communication between the University and the schools. The educational leadership provided by the University was viewed as important. This response also commented on the manner in which enthusiasm among the partners created a climate for innovation.

Key Elements Important in this Partnership
Collaboration, effective planning and management, commitment, and recognition of shared educational goals.

Barriers Overcome
Communication difficulties.

8. Remote Area Teacher Education Program (RATEP)

The RATEP commenced in 1990 in an effort to meet the educational needs of Aboriginal and Torres Strait Islanders in remote communities. This partnership depends on the commitment of a number of stakeholders including the Department of Education, the Office of Higher Education, the Far North Queensland Institute of TAFE, various departments at JCU, and Aboriginal and Torres Strait Islander consultative committees (QATSIECC and TSIRECC).

RATEP involves students studying their academic work in remote communities in the Torres Strait, Cape and Gulf areas. It does this through integrating traditional distance education materials with interactive multimedia (IMM) computer courseware, other electronic technology, and on-site tutors. Students undertake the same subjects with the same lecturers as do their on-campus counterparts. Professional experience components are also similar to those of on-campus programs, with the option of some pracs being completed in a remote community.

In 1996, for the first time, a Bachelor of Education was offered for students in remote areas. This RATEP Bachelor of Education program will meet new Board of Teacher Registration requirements for teacher preparation, while continuing to ensure quality teaching for all children in Queensland.

All JCU RATEP Bachelor of Education students have successfully completed the two-year Associate Diploma of Education program through Cairns TAFE. They are granted one year's credit towards the four-year Bachelor of Education program at James Cook University.

Key Elements Important in this Partnership
Collaboration, commitment, effective ongoing planning, management and evaluation.

9. Professional Development Involving a University and Local Schools

Two partnerships were formed between a lecturer from the University of Southern Queensland (USQ) and local schools.

The first partnership was formed between the University lecturer and members of a local school including the teacher-librarian, the Deputy Principal, and a parent. The purposes of the partnership were to assess literacy learning and teaching in a K-12 school, to provide professional development in the school, and to undertake a literacy mapping exercise of the community.

The partnership was considered to be very successful in the response provided by the University lecturer involved. Key contributing features were considered to be the active participation of teachers, parents, and students; involvement of the researcher in the community during and after the project; community support; and the collaboration with teachers and parents.

The respondent also commented on the value of teacher educators and school staff working together in shared sites with shared roles.

The second partnership involved the USQ lecturer in teaching at a local school for half a day per week over a period of some six years. The purpose was to gain access to current practice in schools and to bring work samples and audio/videotaped materials into University classrooms. The University lecturer provided ongoing professional development within the school.

The features contributing to the success of the partnership included its long-term nature, the benefits to all parties, and the professionalism and tolerance of those involved.

Key Elements Important in these Partnerships
Collaboration, and continuing active participation.

10. Professional Development for School Leaders

A partnership was formed between the Centre for Leadership and Management in Education (CLME) at Griffith University and the Department of Education Metropolitan West Professional Development Network.

The goal was to provide quality professional development activities to school leaders, deputies, subject heads, and teams by brokering programs locally, nationally, and internationally. The priority was programs to address local needs. The partnership was based on a formal agreement.

Key features which contributed to the success of the partnership included systemic support, commitment by all partners to the concept, successful professional development activities, and agreed professional development goals.

Key Elements Important in this Partnership
Collaboration, commitment, recognition of shared educational goals.

11. Media and Performing Arts Professional Development

The partnership was formed to provide professional development activities that met the specific discipline renewal needs in dance, drama, media education, and music for Queensland teachers at all levels of schooling. Partners included the Department of Education, the Australian Society for Music Education, the Australian Dance Council, the Queensland Association for Drama in Education, the Australian Teachers of Media, and the Kodaly Music Education Institute of Australia.

Expected outcomes included improved skills; knowledge and understanding of the arts curriculum; greater awareness of appropriate arts outcomes for Queensland classrooms; networking; and opportunities to monitor, reflect on and improve individualised practice.

Features which contributed to the success of the partnership included: agreement on aims, budget and management; administrative support; flexibility; reporting on projects; and sharing opinions.

Key Elements Important in this Partnership
Collaboration, communication, recognition of shared educational goals.

12. Professional Development in Early Childhood

The Creche and Kindergarten Association entered into a partnership with the Creche and Kindergarten Branch and Affiliated Services to offer a range of professional development opportunities to meet the diverse needs of communities, and of early childhood teachers and staff. At times other institutions or organisations such as QUT and the Australian Early Childhood Association are invited to contribute to the partnership.

Features contributing to the success of the partnership included the flexible approach to delivery; involvement of target groups in planning, feedback and evaluation; and high quality, relevant professional development. The survey response from C&K indicated that the partnership was based on principles as follows:

- The Association has a responsibility to disseminate information and provide professional development opportunities for the early childhood sector.
- The Association, Management Committees and early childhood staff all have roles and responsibilities in relation to professional development.
- For the provision of high quality services for children and families, teachers and staff must have access to opportunities to refresh, update and build on their knowledge and skills.
- Professional development opportunities should provide affirmation as well as challenges for participants to improve practice.

Key Elements Important in this Partnership
Collaboration, recognition of shared educational goals.

13. Science in Early Childhood

The Early Childhood Teachers Association, in partnership with the School of Early Childhood at QUT, was funded under the National Professional Development Program to conduct a series of workshops for early childhood teachers. For specific projects under this 'umbrella', partnerships were also formed with the Science Teachers Association of Queensland, the Centre for Maths and Science Education at QUT, and the Department of Environmental Education at Griffith University.

A formal agreement formed the basis of this successful partnership. A major outcome was the networking that occurred among participant teachers.

Features of the partnership included the provision of funding, administrative support, participants learning from one another, involvement of 'grass roots' teachers.

Key Elements Important in this Partnership
Collaboration, communication, commitment.

14. Early Childhood Journal

The Early Childhood Teachers' Association and QUT School of Education have a partnership to jointly produce, edit, and fund an early childhood journal, *Educating Young Children*.

Features contributing to the success of the partnership included the sharing of costs and responsibilities, support in terms of resources, and expertise.

Key Elements Important in this Partnership
Collaboration, commitment, continuing active participation.

15. Capricornia Educators Professional Development Consortium

This was a formal, three-year partnership, established using funds from the Department of Employment, Education and Training and the Department of Employment, Education, Training and Youth Affairs under the National Professional Development Program. The focus was 'Enhancing Partnerships for Implementing Effective Numeracy, Literacy and Key Competencies Practices in Central Queensland' and involved educators in professional development activities to support the implementation of effective learning and teaching practices. The professional development activities emphasise empowerment, critical reflection, action research, and change management.

The 25 partners included the Department of Education, the Catholic Education Office, Central Queensland University, independent schools, professional associations, school support centres, the Mackay Education Centre, the Queensland

Teachers' Union, and principals' associations. Two responses were received from partners involved in this partnership; one from CQU and one from the Australian Literacy Educators' Association, Central Queensland Council (ALEACQ).

Key features considered to contribute to this successful partnership included collegial collaboration, willingness to negotiate, benefits to all partners, establishment of common aims, ability to consult and advise and receptiveness to advice, pursuit of common outcomes emanating from flexible processes, mutual respect among partners for their different knowledge and skills, development of supportive and dynamic learning community, frequency of communication.

The partnership involved a formal agreement and was based on principles of shared responsibility, capacity to participate in flexible ways, belief in the worth of the project, and desire to collaborate to extend professional development opportunities.

The evaluation report of the project noted that successful partnerships require time, hard work, and commitment. A difficulty with a large partnership such as this was seen to be ensuring all partners play an active role. Other issues to be addressed included: the roles of partners, and forging links among partners who had not worked together previously.

Key Elements Important in this Partnership
Collaboration, commitment, recognition of shared educational goals, and continuing active participation.

Possible Barriers
Relationship difficulties.

16. LINC (Literacy in the National Curriculum)

The LINC Project was funded by DEET as a National Professional Development Program. It offers professional development opportunities through the development and implementation of literacy modules to familiarise teachers with the National Statements, Profiles and Syllabuses in English.

Partners include University of Southern Queensland (USQ), Australian Literacy Educators Association (ALEA), Society for the Provision of Education in Rural Australia (SPERA), Griffith University, the Department of Education, the Catholic Education Office, and the Association of Independent Schools of Queensland.

The partnership, which included a formal agreement, was considered to be successful by the two partners which responded (USQ and ALEA).

Key features which contributed to this success included: partners taking an active role, collaborative activities, communication, negotiation, common aims, and mutual respect of partners' contributions.

One respondent provided a list of what were considered to be the key principles that should underpin a partnership: working partnerships, effective communication, equal representation, clearly defined roles and responsibilities, commitment, a range of expertise, and mutual benefit or meeting of partners' needs.

Key Elements Important in this Partnership
Communication, collaboration, and shared educational goals.

17. Master of Education: Developed in Partnership

A partnership was formed among the Australian Catholic University, the Directors of Catholic Education (Brisbane, Toowoomba, Rockhampton, Townsville and Cairns), and the Catholic Primary and Secondary Principals' Associations. The purpose was to provide a Master of Education course that would address leadership needs of those serving in Queensland Catholic education.

Based on a formal agreement, the key features which were considered to contribute to the success of the partnership included joint communication, commitment, and agreed operating principles.

In developing the Master of Education, all partners were involved in consultation. It was agreed units would be taught during vacation schools in regional locations; adult learning principles would be used; and assignments would be based on action and principles and be aligned to students' practical needs.

Key Elements Important in this Partnership
Communication, commitment, shared educational goals.

18. Collaborative Research Projects

A partnership was formed between the Effective Learning and Teaching Unit of the Department of Education and the QUT Faculty of Education for a collaborative research project based on the Department of Education's principles of effective learning and teaching. The ongoing project commenced in 1994 and obtained an Australian Research Council Collaborative Research Grant for 1996-97. The project aimed to theorise about curriculum leadership in effective learning and teaching and to reconstruct practice in this area in a collaborative manner through participatory action research. Both quantitative and qualitative research were undertaken as components of the project.

Key features contributing to the success of the partnership identified in the response from QUT included the time taken to develop the partnership and the applicability of the work to ongoing policy development and practice. The Department of Education considered the important features were a common purpose for partners, establishment of pilot projects, enthusiasm, working partnership, and positive experiences in schools.

According to the Department of Education, the partnership was based on principles of positive true collaboration and joint participation. The QUT response also identified the importance of basing partnerships on agreed principles.

Key Elements Important in this Partnership
Collaboration, active participation, effective ongoing planning, management and evaluation, commitment.

19. 'Teaching Scholar' Scheme

The 'Teaching Scholar' scheme was a collaborative venture between JCU and the Northern Region Department of Education, and involved a partnership arrangement between a staff member of JCU and a teacher for the purpose of conducting classroom-based research. Key features contributing to the success of the partnership identified in the response from the University included appropriate matching of partners, mutual interest, and commitment to the project. The teacher identified time, opportunities for professional development and interaction, and the development of insights into his teaching practice and the children's learning experiences.

There was a formal agreement for this partnership, based on a position description for the appointment. The objectives of the position were listed as:

- Develop a knowledge base for effective learning and teaching that incorporates academic knowledge and classroom practices.
- Conduct intentional, systematic inquiry about their own teaching and how and why their students construct and reconstruct the curriculum and their own learning.
- Design and conduct research involving excellence in learning and teaching.
- Collaborate with regional and university personnel to promote excellence in learning and teaching within both communities.

Key Elements Important in this Partnership

Commitment, effective ongoing planning, management and evaluation, recognition of shared educational goals, continuing active participation.

PARTNERSHIPS FOR SCHOOL/CURRICULUM REFORM

20. National Schools Network

A survey response from the Guardian Angels' School, Ashmore, provided details of its participation in a partnership as part of the National Schools Network. The aim of the partnership was to achieve improved outcomes for students through a commitment to reforming work organisation and those structures which inhibit learning.

The partnership, considered most successful, used a formal agreement. It was based on principles of social justice, collaboration, collegiality, and school reform.

Key features contributing to the success of the partnership included regular liaison among partners, professional development opportunities, and communication.

The response also provided comments regarding key principles which should underpin successful partnerships:

- honesty regarding aims of partnership
- willingness to value expertise of each party (no hierarchy)
- a degree of informality to allow partners to relax and enjoy the experience and potential of partnerships in education
- recognition that there is no place for bias.

Key Elements Important in this Partnership
Collaboration, communication, recognition of shared educational goals.

21. Developing Gender Inclusive Curriculum

The Association of Women Educators entered into a partnership to provide support for teachers and other education personnel to develop and implement gender inclusive curriculum. Partners included representatives of the Queensland Council of Parents and Citizens Associations, the Queensland Teachers' Union, the Gender

Equity Unit of the Department of Education, Griffith University, Queensland University of Technology, Queensland Institute for Educational Administration, and the Queensland Association of Teachers in Independent Schools.

Features which contributed to the success of the partnership included the diversity of partners, mutual benefits to partners, and the knowledge and expertise contributed by the various partners.

Key Elements Important in this Partnership
Collaboration, commitment, recognition of shared educational goals, active participation.

22. Moving from Single Classrooms to Cooperative Teaching in a Multiage Context

The final case study reports on a project which commenced at a time when the Board of Teacher Registration Working Party on Partnerships in Teacher Education had developed a preliminary draft of this report. The partners in the project were able to draw on and put into practice many of the features of successful partnerships which the Working Party had identified.

The learning community of Labrador State School was preparing for collegial working relationships. In order to improve the school's quality of teaching and learning, the team of administrators actualised the key elements of successful partnerships as identified by the Board of Teacher Registration Working Party on partnerships in Teacher Education in a preliminary draft of this report.

The partnerships developed from the proposal or 'brief' that teachers needed support for the transition from teaching in single classrooms to cooperative teaching in multiage contexts. The school administrators approached the Regional Effective Learning and Teaching (ELT) Education Adviser with this brief and an invitation to facilitate the process.

The planning and preparation stage included a specific focus on the partnerships between the pairs of teachers working cooperatively in multiage contexts.

Representatives from different organisations were invited to facilitate *the nurturing of personal relationships and the building of a group spirit.*

The ELT Education Adviser was invited to assist the *establishment of strong collegial working relationships based on mutual respect* between self-nominated pairs of teachers.

Time was provided for pairs of teachers to establish themselves in partnerships and to establish a relationship with the subject of multiage education.

The lists of key elements of, and barriers to, successful partnerships in their draft form were used in trial sessions with each pair of cooperative teachers and the ELT Education Adviser.

The specific strategies used to foster collaboration were:

- discuss expectations; and
- ask representatives to share their expertise with other members in order to take advantage of the unique skills and knowledge that each other has to offer.

Of special note, as indicated by the participants' evaluations, was that *possible problems can be anticipated and strategies put in place to address issues likely to arise before they become seemingly insurmountable problems that threaten the success of the partnership. It is well worth spending time at this stage as it may save valuable time later.*

> The experience was worthwhile as we touched on issues that needed to be discussed in our joint running of an effective classroom.
>
> Very worthwhile and crucial experience. It is the beginning of one factor that will be vital to a successful partnership for us.

The planning process allowed partners to articulate their understanding of their (classroom's) purposes, processes and anticipated product. They began to identify the various roles and responsibilities that could be a necessary part of their partnerships.

The pairs of teachers began to collaboratively develop shared educational goals and visions which recognised the varied interests of the partners.

The sessions provided an opportunity for orientation to familiarise partners with each others' backgrounds, attributes, concerns and pictures of what would be thought, seen and heard in their shared multiage classroom.

The Effective Learning and Teaching Education Adviser was inspired by the teachers' professionalism, commitment and willingness to negotiate and collaboratively envision their multiage learning and teaching environments.

Key Elements Important in this Partnership

Collaboration, commitment, communication, effective planning and management.

Discussion Starters

- From the case studies, what strategies have been used to avert problems in partnerships both before and during implementation?
- Is there a relationship between the success of the partnerships described in the case studies and the number of key elements apparent?
- Consider successful partnerships in action, that you are familiar with. Do they embody the key elements in ways similar to the case study partnerships?
- Can you think of a partnership similar to one described in the case studies which was not as successful? What do you consider to be the reasons for this?
-
-
-
-
-
-

Chapter Four

PARTNERSHIP PROFORMA

ESTABLISHING A PARTNERSHIP

This proforma should be used in conjunction with the full information contained in the report. It could be used as a tool to assist a group interested in establishing a partnership, as a basis for beginning discussion or as a working document to complete as you work through the report.

Names of partners:

Purpose of partnership:

Benefits for partners:

Partnership agreement (formal/informal)

If you are going to use a formal agreement, this should be developed collaboratively by partners and state explicitly the agreement reached on points such as the ones which follow. (If a less formal arrangement is preferred, partners still need to discuss and reach agreement on these points.)

Intended timeframe of partnership:

Goals and intended outcomes:

Roles and responsibilities of partners:

Contributions of partners:

- What form of support is each partner going to provide?

PLANNING AND IMPLEMENTATION

Early planning:

- Early planning is essential to the long-term success of partnerships.
- How will you involve all partners?
- Who will form the planning committee?

Ongoing planning and implementation:

- Action plan for the partnership
  - specific activities and person(s) who will implement

- How will evaluation be built in?

IDENTIFY SPECIFIC STRATEGIES BEFORE THE COMMENCEMENT OF THE PARTNERSHIP TO ENSURE THE INITIAL AND CONTINUED SMOOTH RUNNING OF THE PARTNERSHIP

(Refer to Chapter Two of the report which describes in full the key elements of successful partnerships and possible strategies)

What strategies are you going to use to promote collaboration ?

What strategies are you going to use to promote commitment ?

What strategies are you going to use to promote effective communication ?

What strategies are you going to use to develop shared goals?

What strategies are you going to use to ensure continuing active participation?

What strategies are you going to use to avoid relationship difficulties?

What strategies are you going to use to avoid misinformed perceptions of outside parties?

What problem-solving process are you going to establish?

Appendix I

MEMBERSHIP OF WORKING PARTY ON PARTNERSHIPS IN TEACHER EDUCATION

Chair

Mr Graeme Hall
Principal, Bucasia State School

Members

Sr Annette Cunliffe
Head, School of Education, Australian Catholic University, Queensland (to November 1996)

Mr Terry Edwards
Teacher, St Laurence's College, South Brisbane

Mrs Adriana Greenhill
Teacher, Jamboree Heights State School

Dr Bob Hardingham
Assistant Dean, Faculty of Education, Queensland University of Technology

Dr Marie Jansen
Director, Board of Teacher Registration

Mr Denis Jones
Director, Centre for Applied Education, Faculty of Education and the Arts, Griffith University Gold Coast (to June 1996)

Ms Rhonda Livingstone
Coordinator, Training Unit, and Early Education Consultant, Creche and Kindergarten Association of Queensland Inc

Ms Mary Kelly
Chair, Australian Teaching Council (from June to December 1996)

Miss Merline Muldoon
Chair, Board of Teacher Registration (to March 1997)

Mrs Diane Reardon
Education Officer (Evaluation), Queensland Catholic Education Commission

Ms Mara Smart
Effective Learning and Teaching Education Adviser for South Coast Region (P-12), Gold Coast North School Support Centre

Ms Robin Sullivan
Deputy Director-General (Curriculum), Queensland Department of Education

Appendix II

WORKING PARTY'S TERMS OF REFERENCE

- To survey literature on existing partnerships in teacher education and analyse current practice in order to identify key characteristics of good practice;

- Based on the above survey and analysis, to define partnerships in teacher education and identify potential partners;

- To investigate potential new partnership arrangements;

- To develop guidelines for the future operation of partnerships in teacher education in Queensland.

Appendix III

SURVEY QUESTIONNAIRE

BOARD OF TEACHER REGISTRATION

Partnerships in Teacher Education

Your name: _____

Institution/organisation: _____

Partnership One

1. Please provide a brief description of the partnership (goals, purposes, etc):

2. Please provide names and contact addresses for the other partners (either individuals or organisations) involved in the partnership:

3. Was there a formal partnership agreement? ❑ Yes ❑ No

4. We are interested in the success of the **partnership**, whether or not the actual project was successful. Was the **partnership** successful?

❑ Yes ❑ No

List any key features which contributed to this outcome:

5. Please list any principles on which the partnership is or was based or which were used in any agreement.

Partnership Two

1. Please provide a brief description of the partnership (goals, purposes, etc):

2. Please provide names and contact addresses for the other partners (either individuals or organisations) involved in the partnership:

3. Was there a formal partnership agreement? ❑ Yes ❑ No

4. We are interested in the success of the **partnership**, whether or not the actual project was successful. Was the **partnership** successful?

❑ Yes ❑ No

List any key features which contributed to this outcome:

5. Please list any principles on which the partnership is/was based or which were used in any agreement.

Future Partnerships

6. Please provide details of any potential new partnerships in which you may be involved.

7. Are there any areas of teacher education where you consider new or more developed partnership arrangements would be beneficial? Why?

Other Comments

Please provide any other comments on partnerships in teacher education which you think may help the working party (eg what key principles do you consider should underpin a successful partnership). (Attach a separate sheet if necessary).

Thank you for your assistance.

Appendix IV

CASE STUDIES: ACKNOWLEDGMENT AND CONTACT DETAILS

The Partnership Case Studies included in Chapter 3 of this report were compiled from the information provided through the survey of people engaged in teacher education partnerships. The Working Party gratefully acknowledges the contribution of the people involved in these partnerships. The following list provides a contact person for each study.

1. Rural Practicum

Ms Adele Hughes, Isolated Children's Parents' Association, c/o State Secretary ICPA, 'Boothulla', Cooladdi Q 4479

Ms Dianne LeClercq, Early Childhood Professional Experience Unit, Faculty of Education, Queensland University of Technology, Kelvin Grove

2. Early Childhood Practicum

Ms Susan Whitaker, Community Early Childhood Services, Creche and Kindergarten Association

3. School Experience

Dr Denis McLaughlin, Australian Catholic University, McAuley Campus, Queensland

4. Griffith University Gold Coast Teacher Education Internship

Mr Denis Jones, Centre for Applied Education, Griffith University Gold Coast

5. Queensland University of Technology Teacher Education Internship

Dr Allan Yarrow, Faculty of Education, Queensland University of Technology, Kelvin Grove

6. Language Immersion Preservice Teacher Education

Mr Tony Erben, Centre for Studies in Immersion Teacher Education, Faculty of Education, Central Queensland University

7. Preservice Teacher Education Based On Partnerships

Dr Kay Martinez, Faculty of Education, James Cook University

8. Remote Area Teacher Education Program (RATEP)

Dr Ken Smith, Faculty of Education, James Cook University, Townsville

9. Professional Development Involving a University and Local Schools

Associate Professor Geoff Bull, Faculty of Education, University of Southern Queensland

10. Professional Development for School Leaders

Dr Neil Dempster, Centre for Leadership and Management in Education, Griffith University

11. Media and Performing Arts Professional Development

Ms Ann Carroll, Visual and Performing Arts, Studies Directorate, Queensland Department of Education

12. Professional Development in Early Childhood

Ms Susan Whitaker, Community Early Childhood Services, Creche and Kindergarten Association of Queensland

13. Science in Early Childhood

Mrs Deborah Gahan, Early Childhood Teachers' Association, c/o Queensland University of Technology, Kelvin Grove, School of Early Childhood, Faculty of Education

14. Early Childhood Journal

Mrs Deborah Gahan, Early Childhood Teachers' Association, c/o Queensland University of Technology, Kelvin Grove, School of Early Childhood, Faculty of Education

15. Capricornia Educators Professional Development Consortium

Ms Pat Moran, Faculty of Education, Central Queensland University

16. LINC (Literacy in the National Curriculum)

Ms Ann Kempe, Faculty of Education, University of Southern Queensland

17. Master of Education: Developed in Partnership

Dr Denis McLaughlin, Australian Catholic University, McAuley Campus, Queensland

18. Collaborative Research Projects

Ms Leonie Shaw, Effective Learning and Teaching Unit, Queensland Department of Education

Mr Bob Elliott, Faculty of Education, Queensland University of Technology

19. 'Teaching Scholar' Scheme

Dr Kay Martinez, Faculty of Education, James Cook University

20. National Schools Network

Ms Annette Duffy, Guardian Angels' School, Ashmore

21. Developing Gender Inclusive Curriculum

Ms Jenny Nayler, Association of Women Educators, PO Box 12670, Brisbane Elizabeth Street, Q 4002

22. Moving from Single Classrooms to Cooperative Teaching in a Multiage Context

Ms Mara Smart, Gold Coast North School Support Centre

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